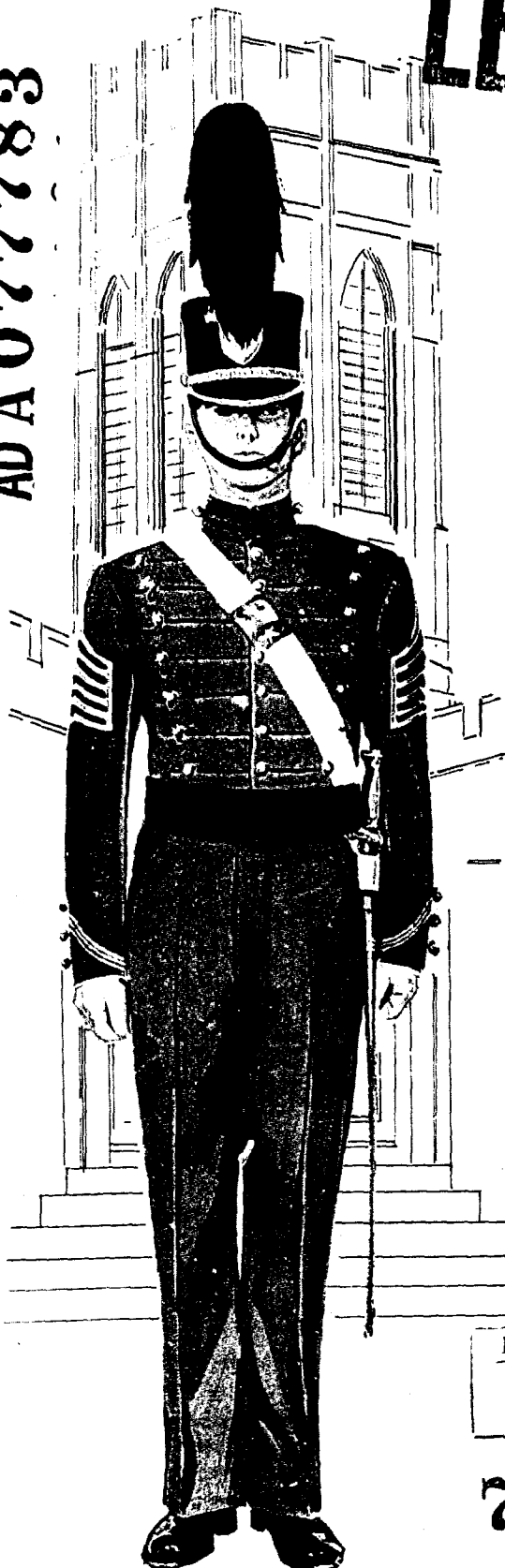


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NEW CADETS
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CLASS OF 1977

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APRIL 1974

NEW CADETS AND OTHER COLLEGE FRESHMEN,
CLASS OF 1977.

Report No. 1B4.03-74-026
Project No. 158
Prepared by: Mr. John W. Houston
April 1974

ABSTRACT

This report compares new cadets at USMA in the Class of 1977 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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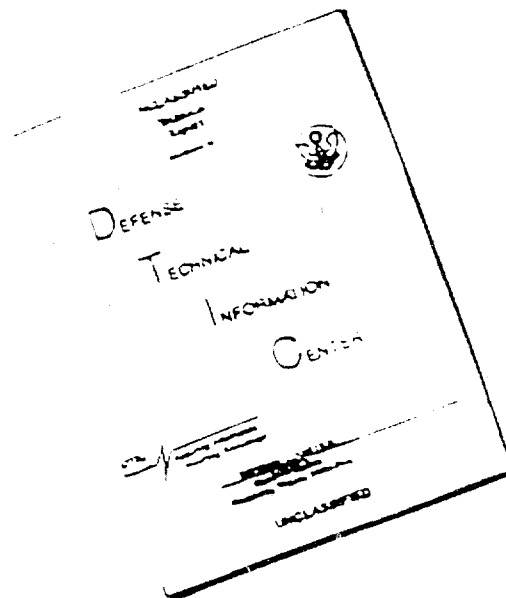
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Typist: Susan M. Quimby

THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1977 is 18 years old, and his home is over 500 miles from West Point. He has one or more brothers or sisters under 21. His father has had some college, and his mother has had either some college or other post secondary education. He earned between \$500 and \$1000 last year independent of his parents. His father is employed full-time, but his mother is not; and the total family income last year was between \$15,000 and \$20,000.

The new cadet made application at two other colleges and was accepted by them. He plans to earn a master's degree. His reasons noted as very important for his long-term career choice are: intrinsic interest in the field, chance for steady progress, and contribution to society. His reasons for selecting the United States Military Academy were the good academic reputation and the financial assistance offered.

His current political preference is between "Middle-of-the-Road" and "Conservative." He feels the government is not doing enough in protecting the consumer or controlling pollution; there is too much concern in the courts for the rights of criminals; colleges are too lax on student protests; parents should be discouraged from having large families; women should get job equality; the wealthy should pay more taxes; students should help evaluate the faculty; and the same degree standards should be used for all.

As long-run objectives he hopes to be an authority in his field, develop a philosophy of life and keep up with political affairs. Raising a family, helping others in difficulty, and being well-off financially are also important to him. These dimensions represent a partial picture of the typical new cadet in the Class of 1977.

PREFACE

The United States Military Academy, in July 1973, participated for the eighth time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 2 July 1973, 1376 young men entered West Point as the Class of 1977. Of this entering group 1365 completed the ACE survey during the second week of New Cadet Barracks. Out of the group that was tested, 261 reported prior college experience. Since the national norms as published by the American Council on Education¹ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1104 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests and activity patterns.² A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the U. S. Military Academy student body and, as well, reveals similarities and differences between West Point and other groups of schools.³

Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference or comparison norms of freshmen are used in this report: (1) all four-year colleges, (2) four-year public colleges with high selectivity, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with an ACT Composite of entering students in the approximate range of 25 to 28, and SAT Verbal plus SAT Math scores in the range of 1,150 to 1,249. All service academies, as well as six other colleges, are included in this norm group. All freshmen of both sexes are included in this norm group, while the other three norms shown are for male freshmen only. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors' degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Highly selective four-year colleges and private universities provide a more selective base for comparison because of

¹The American Freshmen: National Norms for Fall 1973. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

²The questionnaire is included as Appendix A.

³All of the questions in the original ACE 1973 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) source of finance for first year of undergraduate education; (2) highest degree planned here; (3) prior military service; (4) spouse's education; and (5) residence during Fall term.

their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public universities are presented because cadets often indicate that their alternative choices for college come from this group. The ACE sample was selected to represent the national population of colleges in each category.⁴

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to independently verify any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1977.⁵

⁴ A list of colleges incorporated in each of these norm groups is given in Appendix B.

⁵ Houston, John W., Characteristics of the Class of 1977, Office of the Director of Institutional Research, November 1973.

I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1973:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0%	0.1%	0.0%	0.1%	0.2%
17	2.7	3.4	4.4	3.1	7.0
18	81.2	75.9	81.9	78.7	79.8
19	13.7	17.3	12.0	16.2	11.8
20	1.6	1.7	1.0	1.0	0.7
21 or over	0.8	1.7	0.7	0.9	0.5

The age distribution of new cadets is narrower than for the other categories of institutions, except highly selective 4-year colleges, being predominately centered in the 18-19 year old interval.

2. Racial Background:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	90.2%	87.8%	93.3%	96.5%	92.9%
Negro/Black	5.8	9.6	3.8	1.9	3.6
American Indian	1.9	1.0	0.7	0.9	0.5
Oriental	1.7	0.8	0.7	0.8	1.6
Mexican-American/ Chicano	1.3	0.6	0.3	0.4	0.7
Puerto Rican- American	0.2	0.4	1.2	0.2	0.5
Other	0.6	1.1	1.0	0.9	1.8

Minority group representation in the Class of 1977 is greater than the norms for public universities, private universities, and highly selective 4-year colleges, and lower than the levels in all 4-year colleges. Percents add to more than 100 since some students indicated they were from more than one racial background.

3. Current Religious Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Baptist	12.8%	13.9%	10.1%	11.9%	4.9%
Congregational (U.C.C.)	2.5	1.7	1.9	2.5	1.5
Eastern Orthodox	0.3	0.6	0.5	0.4	1.0
Episcopal	4.3	3.3	5.8	3.6	3.3
Jewish	0.8	4.1	3.8	4.0	15.0
Latter Day Saints (Mormon)	0.8	0.2	0.4	0.3	0
Lutheran	7.7	5.5	5.1	8.4	2.5
Methodist	14.2	10.6	11.9	13.4	4.9
Muslim	0	0.1	0	0.1	0.1
Presbyterian	6.1	6.3	6.9	7.8	4.0
Quaker (Society of Friends)	0.2	0.3	0.1	0.1	0.2
Roman Catholic	35.7	32.6	38.1	25.5	43.1
Seventh Day Adventist	0.1	0.5	0.1	0.1	0.1
Unitarian-Universalist	0.3	0.4	0.3	0.5	0.6
Other Protestant	8.4	5.8	4.2	4.3	2.3
Other Religion	1.5	3.5	2.3	3.3	2.6
None	4.5	10.6	8.5	13.7	14.0

More cadets give their religious preference as Methodist than do any of the norm groups, while Roman Catholic is given as a preference by more cadets than norms for all 4-year colleges and public universities. There are fewer Jewish cadets than in any of the norm groups, and fewer cadets have no religious preference than do other students.

4. Distance from Home to College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
10 or less miles	1.5%	16.5%	4.6%	12.2%	13.0%
11-50 miles	4.2	19.3	13.8	17.8	18.4
51-100 miles	8.2	14.8	18.2	20.6	7.5
101-500 miles	25.9	34.5	39.7	43.4	31.1
More than 500 miles	60.2	14.9	23.6	6.0	30.0

The more diverse geographical representation at the U.S. Military Academy than at other institutions is borne out by the above figures. There is an inverse relationship between the closeness of West Point and home for cadets, while the norms indicate that other schools draw heavily from nearby communities and states.

5. Citizenship:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Native born					
U. S. Citizen	96.7%	96.4%	97.1%	97.7%	95.2%
Naturalized					
U. S. Citizen	3.1	2.1	2.1	1.5	2.0
Not a U. S. Citizen	0.2	1.5	0.8	0.7	2.8

There were slightly more native born U. S. Citizens entering USMA than at 4-year colleges and private universities, while there were slightly less than at public universities and highly selective 4-year colleges.

6. Status of Siblings:

a. Brothers/sisters under 21.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	12.1%	20.4%	17.5%	20.3%	21.0%
One	24.9	29.5	29.1	31.2	30.4
Two	24.6	22.6	23.9	23.3	22.0
Three	18.4	13.8	15.4	13.6	13.0
Four or more	20.1	13.7	14.0	11.6	13.6

b. Brothers/sisters 21 or older.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	56.9%	46.1%	50.5%	44.8%	49.8%
One	22.9	26.9	26.6	28.3	26.3
Two	12.8	16.2	14.4	17.1	15.0
Three	4.6	6.3	5.7	6.2	5.6
Four or more	2.8	4.6	2.9	3.7	3.4

c. Brothers/sisters in college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	60.9%	62.1%	59.7%	57.9%	57.8%
One	31.4	30.1	31.8	33.4	33.1
Two	6.6	6.3	6.9	7.1	7.5
Three	0.8	1.2	1.4	1.1	1.3
Four or more	0.2	0.3	0.2	0.4	0.4

Military Academy Cadets had more brothers and sisters under 21 than any of the norm groups, while cadets had fewer brothers and sisters over 21.

7. Parents' Highest Level of Education:

a. Father's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	3.8%	6.6%	3.6%	3.8%	3.3%
Some high school	8.4	12.7	11.2	8.2	6.8
High school graduate	23.0	26.9	24.8	24.5	17.9
Post-secondary other than college	2.6	4.5	4.9	4.3	3.4
Some college	20.6	15.2	16.4	15.5	14.0
College degree	19.0	17.8	20.0	24.2	24.0
Some graduate school	5.7	2.6	3.7	3.1	4.4
Post-graduate degree	16.9	13.7	15.5	16.3	26.1

b. Mother's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	2.6%	3.9%	2.6%	2.0%	2.4%
Some high school	7.0	10.9	8.1	6.5	5.6
High school graduate	36.4	42.3	41.0	39.8	32.6
Post-secondary other than college	4.5	6.6	9.2	7.6	7.4
Some college	24.5	15.1	15.7	17.5	18.4
College degree	16.8	14.1	15.7	19.0	20.9
Some graduate school	3.8	2.4	2.7	2.7	3.6
Post-graduate degree	4.6	4.7	5.0	4.8	9.0

Approximately 42 percent of cadet fathers had received college degrees (graduate and/or undergraduate), while another 21 percent had taken at least some college work. The median level of education for cadets' mothers is some post-secondary education, as it is for public universities; the median level for all 4-year colleges and highly selective 4-year colleges is a high school graduate, while for private universities the median level of mother's education is some college.

8. Personal Finances:

a. Total income last year independent of parents.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	11.4%	11.4%	19.6%	7.8%	11.2%
Less than \$500	37.1	27.1	37.4	23.1	25.9
\$500-\$999	23.3	27.1	22.6	29.0	29.1
\$1000-\$1999	17.9	22.4	14.5	27.1	23.8
\$2000-\$2999	6.6	7.3	3.7	8.7	6.8
\$3000-\$4999	2.6	3.0	1.4	3.1	2.3
\$5000-\$9999	0.4	1.2	0.5	0.9	0.6
\$10,000 or more	0.3	0.5	0.2	0.3	0.3

b. Concern about financing college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
No concern	83.3%	37.5%	47.8%	36.5%	37.0%
Some concern	12.7	45.9	39.4	49.2	47.8
Major concern	4.0	16.6	12.7	14.4	15.2

c. Financially independent this year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	72.0%	21.8%	28.7%	13.4%	8.2%
No	28.0	78.2	71.3	86.6	91.8

d. Financially independent last year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	7.6%	10.3%	6.7%	7.4%	4.9%
No	92.4	89.7	93.3	92.6	95.1

The income of cadets last year, independent of parents, has a pattern very similar to the four national norms.

9. Parents' Employment History:

a. Father currently employed.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes, full-time	90.8%	91.4%	92.5%	94.0%	93.7%
Yes, part-time	1.2	1.4	1.2	1.1	0.8
No	8.0	7.2	6.3	4.9	5.4

b. Father employed when you entered high school.

Yes, full-time	95.1	95.0	96.3	97.0	96.7
Yes, part-time	0.8	1.1	0.8	0.8	0.7
No	4.0	3.8	2.9	2.2	2.6

c. Mother currently employed.

Yes, full-time	33.6	35.4	34.0	33.9	29.1
Yes, part-time	16.0	17.0	17.8	17.2	16.7
No	50.4	47.6	48.2	48.9	54.2

d. Mother employed when you entered high school.

Yes, full-time	29.6	32.3	29.5	29.7	24.5
Yes, part-time	13.0	15.6	13.9	15.7	14.5
No	57.5	52.2	53.6	54.6	61.0

A smaller proportion of fathers of cadets are employed full-time than are fathers of students of any of the norm groups. A smaller proportion of mothers of cadets are employed full-time than for any of the norm groups except private universities.

10. Estimated Total Parental Income Last Year:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$3,000	0.4%	3.0%	1.4%	1.3%	1.5%
\$3,000-\$3,999	1.1	2.4	1.4	1.0	1.0
\$4,000-\$5,999	2.8	4.0	2.7	2.4	2.3
\$6,000-\$7,999	3.8	5.8	5.1	4.0	3.3
\$8,000-\$9,999	7.5	8.5	7.0	6.8	5.3
\$10,000-\$12,499	17.2	15.4	14.4	14.2	10.2
\$12,500-\$14,999	15.3	14.2	15.1	14.3	10.6
\$15,000-\$19,999	21.5	18.1	20.9	19.7	17.2
\$20,000-\$24,999	14.2	11.4	15.2	14.5	13.6
\$25,000-\$29,999	7.5	5.6	6.7	7.2	8.2
\$30,000-\$34,999	4.4	3.7	4.3	4.9	6.1
\$35,000 or more	4.3	8.0	5.9	9.7	20.6

In the norm for all 4-year colleges the median family income lies in the \$12,500-\$14,999 range, while for USMA as well as the three other norm groups the median is \$15,000-\$19,999.

II. SECONDARY SCHOOL GRADES

11. Average Grade in Secondary School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	23.6%	7.1%	13.2%	9.0%	21.8%
A-	19.9	9.3	15.4	12.3	18.8
B+	31.7	20.2	29.9	24.0	24.5
B	15.9	25.6	26.0	26.7	18.9
B-	5.8	17.3	9.8	14.9	9.2
C+	2.1	11.5	3.9	8.3	4.4
C	0.9	8.6	1.8	4.7	2.3
D	0	0.3	0	0.2	0.1

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups.

III. EDUCATIONAL AND CAREER ASPIRATIONS

12. Number of College Applications:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	19.0**	36.4%	19.0%	49.9%	17.7%
One other	21.3	20.5	19.6	19.7	15.7
Two others	20.9	17.9	21.3	14.4	19.0
Three others	16.5	11.6	17.0	8.0	16.4
Four others	9.4	6.6	10.8	4.2	12.9
Five others	5.8	3.6	6.3	2.0	8.5
More than five others	7.1	3.4	6.0	1.8	9.7

Cadets in the Class of 1977 submitted applications to more colleges than did students at any of the norm groups except the students at private universities.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

13. Number of College Acceptances:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	21.4%**	32.8%	17.8%	44.1%	16.8%
One other	26.7	27.0	25.7	26.3	23.0
Two others	24.0	20.5	24.5	16.7	24.1
Three others	15.0	11.2	16.7	7.9	18.0
Four others	5.9	4.9	8.5	3.0	9.6
Five others	2.6	1.9	3.7	1.1	4.1
More than five others	4.5	1.7	3.2	0.9	4.5

Plebes were accepted at more institutions than were students at 4-year colleges and public universities, at about the same number as students at highly selective 4-year colleges and at fewer than students at private universities.

14. Highest Degree Planned:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	0.9%	2.2%	1.2%	1.5%	0.9%
Associate (or equivalent)	0	1.0	0.4	0.3	0.1
Bachelor's Degree (BA, BS)	9.5**	23.4	22.0	25.4	11.1
Master's Degree (MA, MS)	42.9**	34.0	46.8	30.1	23.2
Ph.D. or Ed. D.	24.9	15.2	16.6	15.3	21.9
MD, DDS, or DVM	11.4**	12.4	6.5	15.7	24.6
LLB or JD	8.5	8.9	5.3	9.8	16.4
BD	0.7	0.8	0.3	0.5	0.5
Other	1.1	2.2	1.0	1.3	1.3

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. In addition to rising educational aspirations in general, the percentage of new cadets interested in professional degrees (medicine, law, divinity) is significant (20.6%).

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

15. Major Fields of Study:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year College High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl forestry)	0.1%	2.5%	0.2%	5.4%	0.1%
Arts (fine and performing)	0.5	4.9	5.0	4.9	5.6
Biological Science	5.1	9.8	7.3	11.4	14.5
Business	4.1**	19.3	3.8	19.1	15.1
Education	1.3**	6.6	17.6	3.4	1.8
Engineering	28.1**	10.1	12.0	17.4	13.5
English	1.4	1.3	2.1	1.0	2.1
Health Professions (non-MD)	3.6	4.7	8.8	5.1	6.7
History and Geography	3.3	2.8	2.5	1.9	2.9
Humanities (other)	1.4	2.5	3.3	1.6	2.4
Mathematics or Statistics	5.5	2.6	3.7	2.2	2.9
Physics and Chemistry	4.7	3.2	2.6	3.8	6.2
Physical Sciences (other)	1.0	1.9	2.5	1.7	1.4
Psychology	0.6	2.9	3.7	2.4	2.7
Social Sciences (other)	10.3	7.9	6.6	6.1	9.8
Social Work	0.1	0.6	2.3	0.4	0.2
Technical Fields	1.4	4.8	2.7	3.2	2.1
Other Fields	21.1**	6.3	7.7	5.1	6.1
Undecided	6.1	5.3	4.8	4.0	4.0

The number of cadets marking "other fields" (21.1%) is explained by the fact that "military science" was a sub-category of this area.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

16. Probable Career Occupation:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.1%	2.4%	2.7%	2.0%	2.6%
Business Manager	2.4	10.0	1.7	8.8	7.2
Business (other)	0.6	7.8	1.8	7.2	5.5
Clergyman or Religious Worker	0.4	1.7	0.4	0.4	0.8
College Teacher	0.3	1.2	0.8	0.8	1.5
Doctor (MD or DDS)	5.3	9.4	3.7	12.0	22.3
Educator (secondary)	0.7	5.0	5.8	2.7	1.4
Elementary Teacher	0.1	0.8	7.1	0.3	0.2
Educator (specialist)	0.2	1.3	7.4	0.7	0.5
Engineer	11.3	7.3	5.4	16.0	11.7
Farmer or Forester	0.1	2.8	0.7	5.6	0.5
Health Professions (non-MD)	0.8	5.4	8.2	6.5	4.0
Lawyer	4.9	7.9	4.5	9.0	14.6
Nurse	0.2	0.1	2.5	0.1	0
Research Scientist	2.0	4.5	4.1	5.3	7.0
Other choice	64.7	20.4	33.2	12.0	10.6
Undecided	6.2	11.9	9.9	10.3	9.8

"Other choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number of cadets nonetheless indicated engineering as their most probable occupation.

17. Reasons Checked as Very Important for Long-term Career Choice:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Job openings available	42.5%	46.6%	48.4%	48.1%	40.4%
Rapid advancement	53.1**	40.1	31.2	37.1	34.0
High anticipated earnings	44.6**	46.6	31.3	46.5	42.3
Respected occupation	56.6**	33.8	30.9	30.4	33.4
Independence	26.9**	42.0	32.3	45.1	49.9
Chance for steady progress	60.7**	51.7	45.5	48.5	47.4
Contribution to society	57.3**	45.6	55.1	42.3	52.1
Avoid pressure	8.0	16.0	13.7	15.7	13.1
Work with ideas	41.2**	47.0	49.4	47.5	54.7
Be helpful to others	50.5**	55.3	66.0	49.6	57.3
Work with people	48.5**	53.5	64.0	46.4	53.1
Intrinsic interest in field	64.2	66.9	74.1	67.7	73.2

The two reasons checked most frequently as very important for long-term career choice were "Intrinsic interest in field" and "Chance for steady progress."

18. Credit Hours to be Taken During Fall Term:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
More than 18 hours	99.6%**	9.7%	16.1%	2.8%	5.7%
16-18 hours	0.4**	41.4	52.3	56.1	58.2
12-15 hours	0**	44.2	29.6	38.7	33.8
9-11 hours	0	2.9	1.1	1.8	1.3
6-8 hours	0	0.9	0.7	0.6	0.7
Less than 6 hours	0	0.9	0.2	0.1	0.3

Practically all of the USMA cadets expected to take more than 18 credit hours during the Fall term, while most of the students from the norm groups expected to take between 12 and 18 hours.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

19. Reasons Noted as Very Important in Selecting this College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Parents wanted me to go	18.7%**	7.9%	9.2%	5.2%	6.4%
Wanted to live away from home	5.1**	15.3	23.3	18.4	20.0
College has a good academic reputation	80.4**	53.0	63.8	54.3	76.2
Teacher advised me	3.1	5.6	4.5	3.6	5.3
Offered financial assistance	47.3**	23.9	21.6	10.1	22.8
Low tuition	32.8**	19.0	27.9	24.5	2.5
Advice of someone who attended	15.5	20.2	16.1	19.0	17.5
Special educational program offered	44.3**	26.2	43.7	20.7	26.8
Could not get a job	0.9	* 1.7	0.9	1.0	0.7
Advice of guidance counselor	6.6	9.7	8.7	6.2	7.6
Wanted to live at home	0.8	8.6	2.3	6.8	4.9

The good academic reputation of the Military Academy was listed most frequently as very important in selecting it. Parental pressure and the offer of financial assistance were reasons given more than twice as often by Military Academy Cadets as compared to freshmen in any of the norm groups.

IV. ATTITUDES, OPINIONS, AND OBJECTIVES

20. Current Political Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	0.3%	2.6%	1.1%	2.3%	3.3%
Liberal	16.5**	33.8	28.9	35.5	41.7
Middle-of-the-Road	47.7	46.5	50.2	46.8	39.9
Conservative	34.1**	16.3	19.3	14.7	14.3
Far Right	1.4	0.8	0.5	0.6	0.8

USMA Cadets as a group indicate a more conservative current political preference than do any of the norm groups shown.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

21. Freshmen Views--"Proportion Agreeing Strongly or Somewhat"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Gov't not controlling pollution	83.1%	87.0%	88.5%	87.4%	88.3%
Gov't not protecting consumer	68.5	74.6	75.1	74.5	76.9
Gov't not desegregating quickly	33.8**	45.1	43.4	43.2	49.7
Too many rights for criminals	66.0**	55.0	49.1	54.7	47.8
People should be paid equally	17.5	25.5	20.8	22.9	22.6
Women's activities best in home	46.3**	39.9	26.7	34.6	30.3
Wealthy should pay more taxes	77.8	76.0	76.3	74.9	72.4
Should legalize marijuana	23.3**	48.8	43.1	53.0	57.4
Should discourage large families	66.6	67.6	69.0	74.7	69.9
Women should get job equality	86.1	89.1	94.3	90.2	92.4
Can do little to change society	39.5	43.3	37.7	43.6	41.3
College officials have the right to regulate student behavior off campus	14.8	12.5	11.6	9.6	10.0
Benefit of college is monetary	59.4**	57.2	48.5	55.2	41.6
Students should help evaluate faculty	71.8	75.2	76.0	77.3	75.5
College grades be abolished	21.4**	34.4	27.5	32.3	29.9
De-emphasize organized sports	20.5**	25.0	20.4	25.6	30.5
Regulate student publications	35.9**	30.2	27.2	23.5	20.2
College has right to ban speakers	44.9**	26.3	25.1	20.2	21.1
Give disadvantaged preferential treatment	29.9	38.3	33.4	34.6	29.6
Colleges too lax on student protests	65.4**	40.4	39.7	34.5	30.9
Adopt open admissions at public colleges	24.5	30.3	23.0	22.5	22.7
Use same degree standard for all	82.7	78.8	79.7	78.2	80.0

The views of new cadets on women's rights, college policies, and the role of the government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: the federal government is not doing enough to promote school desegregation; college grades should be abolished; and marijuana should be legalized. On the other hand, Plebes, more than other freshmen, felt: women's activities are best in the home; there is too much concern in the courts for the rights of criminals; colleges should regulate student publications, have the right to ban speakers, and are too lax on student protests.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

22. Marital or Dating Status:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Presently married	0	0.8%	0.3%	0.6%	0.2%
Presently engaged	1.9	1.8	2.1	1.4	0.8
Seeing one person exclusively	43.5**	33.1	37.9	31.1	29.6
Dating, but no one steadily	37.1**	46.3	44.2	47.6	48.2
Not dating in recent months	17.5	17.9	15.5	19.3	21.2

23. Number of Children Expected:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	10.3%	17.2%	11.6%	18.8%	15.9%
One	1.7	2.5	2.0	2.8	2.2
Two	41.3	45.1	43.6	48.6	45.9
Three	23.6	21.1	23.8	18.9	21.2
Four	12.7	8.4	12.0	6.2	8.5
Five or more	10.3	5.7	7.0	4.7	6.2

USMA cadets expect to have more children than did the freshmen in any of the norm groups.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

24. College Expectations--"Proportion of Students Estimating the Chances as Very Good they will:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Get married while in college	1.5%	5.7%	4.1%	6.6%	4.2%
Marry within a year after college	38.2**	17.6	23.2	16.1	12.8
Change major field	17.0	15.7	16.0	18.2	15.7
Change career choice	14.3	14.5	13.9	16.7	16.0
Fail one or more courses	3.3	2.9	2.2	2.4	1.6
Graduate with honors	15.4	11.2	10.3	10.6	19.2
Be elected to a student office	6.0	3.1	2.6	2.0	3.4
Join social fraternity	18.4	16.3	18.2	15.9	18.3
Be elected to an Honor Society	8.6	5.3	6.0	5.9	11.8
Drop out temporarily	2.8	1.9	1.8	1.5	1.4
Drop out permanently	3.2	1.2	1.5	0.7	0.6
Transfer to another college	6.7	11.8	13.9	8.1	5.0
Be satisfied with college	56.4	53.1	60.0	52.1	63.7
Enlist in Armed Services before graduation	17.4**	3.5	8.1	1.0	1.0
Make at least a "B" average	38.0**	35.5	39.0	39.2	55.6
Need extra time to get a degree	8.0	4.4	3.7	4.6	3.3
Work at outside job	3.2**	27.3	16.1	23.5	24.7
Seek vocational counseling	8.3	10.5	11.7	9.8	10.9
Seek personal counseling	13.7	7.3	7.2	5.2	6.5
Enroll in Honors Course	15.4	8.5	9.3	10.5	21.4
Get a bachelor's degree	89.6**	72.8	84.2	76.7	84.6
Be more successful than most after graduation	26.4	22.1	17.1	23.3	24.5
Find job in own field after graduation	82.1**	59.0	61.0	57.4	60.3

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown above represent only those individuals estimating chances of occurrence as very good for each item.

Cadets are not allowed to be married while attending the Academy; but the percentage of cadets who expect to marry within one year after graduation is much greater than for the norm groups.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

25. Long-Run Objectives--"Proportion of Students Considering it Essential or Very Important to:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Be an authority in my field	81.5%**	68.2%	64.4%	66.6%	67.9%
Develop a philosophy of life	73.0	68.0	72.5	66.5	72.9
Raise a family	67.7**	55.7	60.3	49.8	54.7
Keep up with political affairs	57.6**	47.0	48.9	47.1	54.1
Achieve in a performing art	11.6	16.9	20.0	15.9	21.0
Be very well-off financially	66.5**	61.6	50.1	61.1	59.0
Be administratively responsible	46.7**	31.9	26.2	28.5	27.6
Help clean up environment	30.2	34.6	33.5	34.4	31.5
Succeed in my own business	39.0**	48.0	30.2	49.7	46.8
Become a community leader	27.2	29.2	32.6	26.1	27.7
Influence social values	34.4	30.8	31.2	27.0	32.4
Influence political structures	27.5**	19.3	15.5	18.1	23.2
Help others in difficulty	58.9	58.8	67.1	53.3	61.4

Survey respondents were asked to indicate the importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, and being administratively responsible.

V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1977. First, minority group representation is greater than for the public university, private university, and highly selective college norms, while it is lower than the norms for 4-year colleges. The geographical dispersion of cadets is more widespread than for freshmen at other types of institutions because of the role of Congressional nominations in the admission's procedure.

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The educational level of both the cadet's mother and father is higher than all 4-year colleges and highly selective 4-year colleges, approximately equal to the public university norms, and lower than the norms for private universities.

The secondary school grades of USMA cadets are, for the most part, better than those representing the norm groups of other institutions.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees continues to climb.

The reasons checked most frequently for long-term career choice are: "intrinsic interest in field," "chance for steady progress," "contribution to society," and "rapid advancement."

The current political preference of Plebes is more conservative than other freshmen students.

"The good academic reputation of the college" was noted as a reason for selection of USMA by eighty percent of the cadets. This was a higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, two-thirds view the student as having a proper, substantial voice in helping evaluate faculty. The long-run or career objectives of cadets reflect their desire to raise a family, keep abreast of political affairs, and be administratively responsible. Conversely, they have less desire to succeed in business or achieve in the performing arts.

In comparison with entering cadets of the Class of 1976, the new cadet in the Class of 1977 is somewhat more conservative in attitude. The percentage of entering cadets interested in the professions (medicine, law, divinity) increased from 17% to 21% since last year.

APPENDIX A

YOUR NAME (Please print) First Middle or Maiden Last			
HOME STREET ADDRESS (print)			
CITY (print)	STATE	Zip Code	

When were you born?

Month (01-12)		Day (01-31)		Year

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours,

Roger W. Heyns, President

[illegible]

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2½ or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Yes No

Will marks made with ball pen or fountain pen be properly read? . . .

1. Your sex :
Male ☐
Female ☐
2. Are you a U.S. citizen?
(Mark one)
Yes, native born ☐
Yes, naturalized ☐
No ☐

- 3. How old will you be on December 31 of this year? (Mark one)**
- | | | | |
|---------------|-----------------------|-------------|-----------------------|
| 16 or younger | <input type="radio"/> | 21 | <input type="radio"/> |
| 17 | <input type="radio"/> | 22 | <input type="radio"/> |
| 18 | <input type="radio"/> | 23-25 | <input type="radio"/> |
| 19 | <input type="radio"/> | 26-29 | <input type="radio"/> |
| 20 | <input type="radio"/> | 30 or older | <input type="radio"/> |

4. To how many colleges other than this one did you apply for admission this year? From how many did you receive acceptances for this year? (Mark one in each column)
- | | Applications | Acceptances |
|-------------|-----------------------|-----------------------|
| No other | <input type="radio"/> | <input type="radio"/> |
| One | <input type="radio"/> | <input type="radio"/> |
| Two | <input type="radio"/> | <input type="radio"/> |
| Three | <input type="radio"/> | <input type="radio"/> |
| Four | <input type="radio"/> | <input type="radio"/> |
| Five | <input type="radio"/> | <input type="radio"/> |
| Six or more | <input type="radio"/> | <input type="radio"/> |

5. How many miles is this college from your parents' home? (Mark one)
- | | | | |
|---------------------|-----------------------|-------------------|-----------------------|
| 5 or less | <input type="radio"/> | 51-100 | <input type="radio"/> |
| 6-10 | <input type="radio"/> | 101-500 | <input type="radio"/> |
| 11-50 | <input type="radio"/> | More than 500 | <input type="radio"/> |

6. What is the highest academic degree you intend to obtain?

(Mark one in each column)

- | | | |
|--|-----------------------|-----------------------|
| Nurse | <input type="radio"/> | <input type="radio"/> |
| Associate (A.A. or equivalent) | <input type="radio"/> | <input type="radio"/> |
| Bachelor's degree (B.A., B.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| Master's degree (M.A., M.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| Ph.D. or Ed.D. | <input type="radio"/> | <input type="radio"/> |
| M.D., D.O., D.D.S., or D.V.M. | <input type="radio"/> | <input type="radio"/> |
| LL.B. or J.D. (Law) | <input type="radio"/> | <input type="radio"/> |
| B.D. or M. Div. (Divinity), | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> |

7. Are you enrolled (or enrolling) as a:
(Mark one)
- Full-time student? ☐
- Part-time student? ☐

8. Prior to this term, have you ever taken courses for credit at this institution?
Yes ☐ No ☐

- 9. Since leaving high school, have you ever taken courses at any other institution?**

(Mark all that apply in each column)

For Credit	Not for Credit
---------------	-------------------

- No ☐ ☐
- Yes, at a junior or
community college ☐ ☐
- Yes, at a four-year
college or university ☐ ☐
- Yes, at some other
postsecondary school
(for ex., technical,
vocational, business) ☐ ☐

10. In what year did you graduate from high school? (Mark one)
- 1973 ☐
- 1972 ☐
- 1971 ☐
- 1970 or earlier ☐
- Did not graduate but have passed General Educational Development test (G.E.D. High School Equivalency) ☐
- Never completed high school ☐

11. What was your average grade in secondary school? (Mark one)
- A or A+ ☐ B+ ☐ B- ☐ C- ☐
A- ☐ B ☐ C+ ☐ D ☐

12. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

Not Important

Somewhat Important

Very Important

- My parents wanted me to come here (V) (S) (N)
I wanted to live away from home (V) (S) (N)
My teacher advised me (V) (S) (N)
This college has a very good
academic reputation (V) (S) (N)
I was offered financial assistance (V) (S) (N)
Someone who had been here before
advised me to come here (V) (S) (N)
This college offers special
educational programs (V) (S) (N)
This college has low tuition . . . (V) (S) (N)
My guidance counselor advised me (V) (S) (N)
I wanted to live at home (V) (S) (N)
I could not get a job (V) (S) (N)

(Note: Please check that your pencil markings are completely darkening the circles. Please do not make \checkmark 's or \times 's.)

13. How many credit hours will you be taking during the fall term?

(Mark one)

- More than 18 hrs ☐
- 16-18 hrs ☐
- 12-15 hrs ☐
- 9-11 hrs ☐
- 6-8 hrs ☐
- Less than 6 hrs ☐

14. Are you a veteran? (Mark one)

- No ☐
- Yes, I served in Southeast Asia ☐
- Yes, but I did not serve in Southeast Asia ☐

15. Are you: (Mark all that apply)

- White/Caucasian ☐
- Black/Negro/Afro-American ☐
- American Indian ☐
- Oriental ☐
- Mexican-American/Chicano ☐
- Puerto Rican-American ☐
- Other ☐

16. Current religious preference:

(Mark one in each column)

Yours
Father's
Mother's

- Baptist ☐ ☐ ☐
- Congregational (U.C.C.) ☐ ☐ ☐
- Eastern Orthodox ☐ ☐ ☐
- Episcopal ☐ ☐ ☐
- Jewish ☐ ☐ ☐
- Latter Day Saints (Mormon) ☐ ☐ ☐
- Lutheran ☐ ☐ ☐
- Methodist ☐ ☐ ☐
- Muslim ☐ ☐ ☐
- Presbyterian ☐ ☐ ☐
- Quaker (Society of Friends) ☐ ☐ ☐
- Roman Catholic ☐ ☐ ☐
- Seventh Day Adventist ☐ ☐ ☐
- Unitarian-Universalist ☐ ☐ ☐
- Other Protestant ☐ ☐ ☐
- Other Religion ☐ ☐ ☐
- None ☐ ☐ ☐

17. Which applies to you? (Mark one)

- Presently married ☐
- Presently engaged ☐
- Have been seeing one person exclusively ☐
- Have been dating, but no one steadily ☐
- Have not been dating in recent months ☐

18. How many children do you have now?

- None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

19. What is the total number of children you expect to have?

- None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more ☐

20. What is the highest level of formal education obtained by your parents and (if married) by your spouse?

(Mark one in each column)

Father
Mother
Spouse

- Grammar school or less ☐ ☐ ☐
- Some high school ☐ ☐ ☐
- High school graduate ☐ ☐ ☐
- Postsecondary school other than college ☐ ☐ ☐
- Some college ☐ ☐ ☐
- College degree ☐ ☐ ☐
- Some graduate school ☐ ☐ ☐
- Graduate degree ☐ ☐ ☐

21. What is your best estimate of your parents' total income last year?

Consider annual income from all sources before taxes. (Mark one)

- Less than \$3,000 ☐ \$15,000-\$19,999 ☐
- \$3,000-\$3,999 ☐ \$20,000-\$24,999 ☐
- \$4,000-\$5,999 ☐ \$25,000-\$29,999 ☐
- \$6,000-\$7,999 ☐ \$30,000-\$34,999 ☐
- \$8,000-\$9,999 ☐ \$35,000-\$39,999 ☐
- \$10,000-\$12,499 ☐ \$40,000-\$49,999 ☐
- \$12,500-\$14,999 ☐ \$50,000 or more ☐

22. How many brothers and/or sisters do you have under 21? 21 or older? in college? (Do not include yourself.)

(Mark one in each row)

None 1 2 3 4 or more

- Under 21 ☐ ☐ ☐ ☐ ☐
- 21 or older ☐ ☐ ☐ ☐ ☐
- In college ☐ ☐ ☐ ☐ ☐

23. Are your parents currently employed? Were they employed when you entered high school?

Currently
Employed

Employed
When You
Entered
High School

(Mark one in each column)

Father
Mother

- Yes, full time ☐ ☐
- Yes, part-time ☐ ☐
- No ☐ ☐

24. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ☐
- Some concern (but I will probably have enough funds) ☐
- Major concern (not sure I will have enough funds to complete college) ☐

25. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

None
\$1,499
\$200-999
\$1,000-1,999
\$2,000-4,000
Over \$4,000

- Part-time or summer work ☐ ☐ ☐ ☐ ☐ ☐
- Full-time work ☐ ☐ ☐ ☐ ☐ ☐
- Savings ☐ ☐ ☐ ☐ ☐ ☐
- Spouse ☐ ☐ ☐ ☐ ☐ ☐
- Parental, family aid, or gifts ☐ ☐ ☐ ☐ ☐ ☐
- Federal benefits from parent's military service ☐ ☐ ☐ ☐ ☐ ☐
- Parents' social security benefits ☐ ☐ ☐ ☐ ☐ ☐
- G.I. benefits from your military service ☐ ☐ ☐ ☐ ☐ ☐
- Scholarships and grants ☐ ☐ ☐ ☐ ☐ ☐
- Federally insured loans, or college loans (For ex., NDEA) ☐ ☐ ☐ ☐ ☐ ☐
- Other repayable loans ☐ ☐ ☐ ☐ ☐ ☐
- Other ☐ ☐ ☐ ☐ ☐ ☐

26. Where do you plan to live during the fall term? (Mark one)

- With parents or relatives ☐
- Other private home, apartment or room ☐
- College dormitory ☐
- Fraternity or sorority house ☐
- Other campus student housing ☐
- Other ☐

27. Are you financially independent of your parents this year? Were you financially independent last year?

- (Mark one for each year)
- This year ☐ Yes ☐ No
- Last year ☐ Yes ☐ No

28. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (If married, include spouse's income.) (Mark one)

- None ☐
- Less than \$500 ☐
- \$500-\$999 ☐
- \$1,000-\$1,999 ☐
- \$2,000-\$2,999 ☐
- \$3,000-\$4,999 ☐
- \$5,000-\$9,999 ☐
- \$10,000 or more ☐

29. How would you characterize your political views? (Mark one)

- Far left ☐
- Liberal ☐
- Middle-of-the-road ☐
- Conservative ☐
- Far right ☐

30. What is:

(Mark one in each column)

Accountant or auditor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architect or urban planner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artist (painting, sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: banker or financier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: buyer or purchasing agent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: manager or administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: owner or proprietor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: public relations or advertising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business: sales worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carpenter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergy or religious worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerical worker: secretary, stenographer, typist, or bookkeeper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerical worker: other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commercial artist (incl. designer, decorator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer programmer or analyst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction craftsman, n.e.c.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor: guidance, family or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dentist (incl. orthodontist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draftsman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Driver: truck, taxi or bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Factory worker, n.e.c.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farm or ranch laborer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farm or ranch owner or manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreman, n.e.c.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forester, conservationist, fish or wildlife specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government official, administrator or politician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home economist or dietitian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homemaker (full-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawyer or judge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian or archivist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laborer (unskilled or semi-skilled)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematician, statistician or actuary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanic, machinist or repairman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military (career)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optometrist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing artist, musician or entertainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacist or pharmacologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician or surgeon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plumber	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychologist (clinician or therapist only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service worker: private household (maid, cook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued in next column

*Not elsewhere classified

Your probable future occupation?
Your father's current occupation?
Your mother's current occupation?
Your spouse's current occupation, if married?

NOTE: If your father or mother is deceased or retired, please indicate his or her last occupation.

Service worker: protective (other than law enforcement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service worker: other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled tradesman, n.e.c.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, welfare or recreation worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher, professor or administrator: college, university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator: secondary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator: elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or education specialist: other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technician or technologist (health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technician or technologist (other)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapist (physical, occupational, speech)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writer, journalist, interpreter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other occupation, n.e.c.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undecided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Not elsewhere classified

32. Mark one in each row:

Agree Strongly
Agree Somewhat
Disagree Somewhat
Disagree Strongly

The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to promote school desegregation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As long as they work hard, people should be paid equally regardless of ability or quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges would be improved if organized sports were de-emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most college officials have been too lax in dealing with student protests on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Which of the following are important to you in your long-term choice of career occupation?

(Mark one in each row)

Job openings generally available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapid career advancement possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High anticipated earnings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-respected or prestigious occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Great deal of independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance for steady progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can make an important contribution to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can avoid pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can work with ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be helpful to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to work with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrinsic interest in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agree Strongly
Agree Somewhat
Disagree Somewhat
Disagree Strongly

33. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied . . . ☐
 English (language and literature) . . . ☐
 History . . . ☐
 Journalism . . . ☐
 Language and Literature (except English) . . . ☐
 Music . . . ☐
 Philosophy . . . ☐
 Speech and Drama . . . ☐
 Theology or Religion . . . ☐
 Other Arts and Humanities . . . ☐

BIOLOGICAL SCIENCE

- Biology (general) . . . ☐
 Biochemistry or Biophysics . . . ☐
 Botany . . . ☐
 Marine (Life) Science . . . ☐
 Microbiology or Bacteriology . . . ☐
 Zoology . . . ☐
 Other Biological Science . . . ☐

BUSINESS

- Accounting . . . ☐
 Business Admin. (general) . . . ☐
 Finance . . . ☐
 Marketing . . . ☐
 Management . . . ☐
 Secretarial Studies . . . ☐
 Other Business . . . ☐

EDUCATION

- Business Ed. . . . ☐
 Elementary Ed. . . . ☐
 Music or Art Ed. . . . ☐
 Physical Ed. or Recreation . . . ☐
 Secondary Ed. . . . ☐
 Special Ed. . . . ☐
 Other Education . . . ☐

ENGINEERING

- Aeronautical or Astronautical Eng. . . . ☐
 Civil Eng. . . . ☐
 Chemical Eng. . . . ☐
 Electrical or Electronic Eng. . . . ☐
 Industrial Eng. . . . ☐
 Mechanical Eng. . . . ☐
 Other Engineering . . . ☐

PHYSICAL SCIENCE

- Astronomy . . . ☐
 Atmospheric Science (incl. Meteorology) . . . ☐
 Chemistry . . . ☐
 Earth Science . . . ☐
 Marine Science (incl. Oceanography) . . . ☐
 Mathematics . . . ☐
 Physics . . . ☐
 Statistics . . . ☐
 Other Physical Science . . . ☐

PROFESSIONAL

- Architecture or Urban Planning . . . ☐
 Home Economics . . . ☐
 Health Technology (medical, dental, laboratory) . . . ☐
 Library or Archival Science . . . ☐
 Nursing . . . ☐
 Pharmacy . . . ☐
 Therapy (occupational, physical, speech) . . . ☐
 Other Professional . . . ☐

SOCIAL SCIENCE

- Anthropology . . . ☐
 Economics . . . ☐
 Geography . . . ☐
 Political Science (government, international relations) . . . ☐
 Psychology . . . ☐
 Social Work . . . ☐
 Sociology . . . ☐
 Other Social Science . . . ☐

TECHNICAL

- Building Trades . . . ☐
 Data Processing or Computer Programming . . . ☐
 Drafting or Design . . . ☐
 Electronics . . . ☐
 Mechanics . . . ☐
 Other Technical . . . ☐

OTHER FIELDS

- Agriculture . . . ☐
 Communications (radio, T.V., etc.) . . . ☐
 Computer Science . . . ☐
 Forestry . . . ☐
 Law Enforcement . . . ☐
 Military Science . . . ☐
 Other Field . . . ☐
 Undecided . . . ☐

34. Indicate the importance to you personally of each of the following: (Mark one for each item)

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) or creating artistic work . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Becoming an authority in my field . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Influencing the political structure . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Influencing social values . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Raising a family . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Having administrative responsibility for the work of others . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Being financially well off . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Helping others who are in difficulty . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Being successful in a business of my own . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Becoming involved in programs to clean up the environment . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Developing a meaningful philosophy of life . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Participating in a community action program . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important
 Keeping up to date with political affairs . . . ☐ Essential ☐ Very Important ☐ Somewhat Important ☐ Not Important

35. What is your best guess as to the chances that you will: (Mark one for each item)

- Change major field? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Change career choice? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Fail one or more courses? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Graduate with honors? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Be elected to a student office? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Join a social fraternity, sorority, or club? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Live in a coeducational dorm? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Live in a commune while in college? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Be elected to an academic honor society? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Make at least a "B" average? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Need extra time to complete your degree requirements? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Have to work at an outside job during college? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Seek vocational counseling? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Seek individual counseling on personal problems? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Enroll in honors courses? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Get a bachelor's degree (B.A., B.S., etc.)? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Drop out of this college temporarily (exclude transferring)? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Drop out permanently (exclude transferring)? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Transfer to another college before graduating? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Enter active duty in the armed services before completing college? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Be satisfied with your college? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Be more successful after graduation than most students attending this college? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Find a job after graduation in the field for which you were trained? . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Get married while in college? (skip if married) . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance
 Get married within a year after college? (skip if married) . . . ☐ Very Good Chance ☐ Some Chance ☐ Very Little Chance ☐ No Chance

DIRECTIONS

The remaining circles are provided for items specifically designed by your college rather than by the American Council on Education. If your college has chosen to use the circles, please indicate the appropriate item number.

41. ☐ A ☐ B ☐ C ☐ D ☐ E
 42. ☐ A ☐ B ☐ C ☐ D ☐ E
 43. ☐ A ☐ B ☐ C ☐ D ☐ E
 44. ☐ A ☐ B ☐ C ☐ D ☐ E
 45. ☐ A ☐ B ☐ C ☐ D ☐ E

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:

All Four Year Colleges

Four Year Colleges, Public, High Selectivity

Public University-related Colleges

Private University-related Colleges

FOUR YEAR COLLEGES (238)

Abilene Christian College	Eastern Mennonite College
Adrian College	Eckerd College
Alabama A&M College	Elizabethtown College
Alabama State University	Emory and Henry College
Allegheny College	Erskine College
Allentown College of St. Francis De Sales	Eureka College
Amherst College	Fairleigh Dickinson University
Andrews University	Findlay College
Appalachian State University	Fisk University
Aquinas College (MI)	Florida Technological University
Augustana College (IL)	Framingham State College
Augustana College (SD)	Franklin and Marshall College
Austin College	Frostburg State College
Baptist Bible Seminary	Furman University
Beaver College	General Motors College
Beloit College	Geneva College
Benedictine College	Georgia Southwestern College
Bennington College	Gettysburg College
Berea College	Gonzaga University
Bowdoin College	Goshen College
Bradford College	Guilford College
Bryant College of Business Administration	Hamilton College
Buena Vista College	Hamline University
California Institute of Technology	Hampden-Sydney College
California State College, Fullerton	Harding College
Calvin College	Harvey Mudd College
Carleton College	Haverford College
Carroll College	Hiram College
Cedar Crest College	Hobart and William Smith College
Centre College of Kentucky	Hofstra University
Chaminade College of Honolulu	Hope College
Chatham College	Huntington College
Chicago State University	Huron College
Claremont Men's College	Iowa Wesleyan College
Clark College (GA)	Johnson C. Smith University
Clarkson College of Technology	Kirkland College
Colgate University	Lafayette College
College of Mount St. Vincent	Lake Erie College
College of St. Benedict	Lake Forest College
College of St. Catherine	Lebanon Valley College
College of St. Francis	LeMoyne College
College of St. Rose	Lenoir-Rhyne College
College of Wooster	Lewis and Clark College
Cornell College (IO)	Linfield College
CUNY, John Jay College	Lock Haven State College
CUNY-York College	Longwood College
Dartmouth College	Loretto Heights College
Davidson College	Los Angeles Baptist College
Davis and Elkins College	Luther College
Delaware Valley College of Science and Agriculture	Macalester College
Depauw University	MacMurray College
Dickinson College	Madonna College
Dillard University	Manchester College
Doane College	Mansfield State College
Dominican College of Blauvelt	Marian College of Fond du Lac
Dominican College of San Rafael	Marietta College
D'Youville College	Marist College
Earlham College	Marlboro College
Eastern College	Mary Washington College

FOUR YEAR COLLEGES (Continued)

Marywood College	Sam Houston State University
McPherson College	Sarah Lawrence College
Medaille College	Simmons College
Mercyhurst College	Simpson College
Merrimack College	Southern University (LA)
Mid-America Nazarene College	Spelman College
Middlebury College	Spring Hill College
Milligan College	Stephens College
Monmouth College	SUNY at Cortland
Morgan State College	SUNY at Geneseo
Morris Brown College	SUNY at Oswego
Mount Holyoke College	Susquehanna University
Mount St. Mary's College (MD)	Swarthmore College
Mount St. Mary College (NY)	Sweet Briar College
Mount Union College	Talladega College
National College of Education	Trinity College
Nazareth College of Rochester	Trinity University
New College	Union College
New Hampshire College	U. S. Air Force Academy
North Carolina A&T State College	U. S. Coast Guard Academy
North Carolina Wesleyan College	U. S. Merchant Marine Academy
Northeastern State College	U. S. Military Academy
Oberlin College	U. S. Naval Academy
Occidental College	University of Maryland, Baltimore
Ohio Dominican College	County
Ohio Technical College	University of Michigan (Dearborn)
Ohio Wesleyan University	University of Michigan (Flint)
Old Dominion University	University of Missouri (St. Louis)
Ottawa University	University of Redlands
Otterbein College	University of Scranton
Pacific University	University of South Dakota
Pepperdine College	Upsala College
Pfieffer College	Valparaiso University
Philadelphia College of Pharmacy & Science	Vassar College
Philander Smith College	Villa Maria College of Buffalo
Phillips College	Virginia Military Institute
Polytechnic Institute of Brooklyn	Virginia State College
Prescott College	Viterbo College
Randolph Macon College	Wabash College
Reed College	Walsh College
Regis College	Warren Wilson College
Rhode Island College	Washington and Lee University
Rider College	Waynesburg College
Rockford College	Webster College
Rockhurst College	Wesleyan College (GA)
Rosary College	Wesleyan University (CT)
Russell Sage College	Western Carolina University
St. Andrews Presbyterian College	Western Illinois University
St. Edwards University	Westmar College
St. John College of Cleveland	Westminster College
St. John's University (MN)	Wheaton College
St. Joseph's College (IN)	Wheeling College
St. Joseph's College (PA)	Whitman College
St. Mary College (KS)	Whittier College
St. Mary's College of California	Willamette University
St. Mary's College (IN)	Williams College
St. Mary's Dominican College	Winston-Salem State College
St. Meinrad College	Wittenburg University
Salen College	Wofford College
	Xavier University

4-YEAR COLLEGES, PUBLIC (HIGH SELECTIVITY) (11)

CUNY - John Jay College, NY
Longwood College, VA.
Mary Washington College, VA.
SUNY at Geneseo, NY
SUNY at Oswego, NY

U. S. Air Force Academy
U. S. Coast Guard Academy
U. S. Merchant Marine Academy, NY
U. S. Military Academy
U. S. Naval Academy
Virginia Military Institute

PUBLIC UNIVERSITIES (19)

Bowling Green State University
Iowa State University of Science and
Technology
Miami University (OH)
Montana State University
Oklahoma State University
University of Alabama (Huntsville)
University of California (Irvine)
University of Delaware
University of Georgia
Univeristy of Illinois

University of Massachusetts
University of Missouri (Kansas City)
University of North Carolina (Chapel
Hill)
University of North Dakota
University of South Carolina (Main
Campus)
University of Tennessee (Knoxville)
University of Virginia (Charlottesville)
University of Wisconsin (Milwaukee)
Virginia Polytechnic Institute

PRIVATE UNIVERSITIES (17)

Baylor University
Boston University
Brandeis University
Drake University
Emory University
Johns Hopkins University
Loyola University (Illinois)
Northeastern University

Northwestern University
Princeton University
Rice University
St. Johns University (NY)
Texas Christian University
University of Miami (FL)
University of Notre Dame
University of Rochester
Villanova University

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1977 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.		

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